



# **Walney School**

## **Safeguarding and Child Protection Policy 2018**

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## **1. Mission Statement**

Walney School aims to create a positive, stimulating and happy learning environment through which all learners continually aspire to develop their potential to the full. The school looks to promote children's academic, spiritual, moral, cultural and physical development so that in time they will be ready for the opportunities, responsibilities and experiences of adult life.

Children learn best when they are healthy, safe and secure. When their individual needs are met and when they have positive relationships with the adults caring for them. It is the school's aim to create a high quality setting which is welcoming, safe and stimulating and where children are able to enjoy themselves and grow in confidence.

## **2. Introduction**

All those working in education can contribute to the safeguarding and protection of the welfare of a child in need. According to the Department of Education (DfE), safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

## **3. Ethos**

- To ensure all staff understand that they have a responsibility to provide a safe environment in which children can learn
- To ensure staff understand the different types of child abuse
- To raise awareness of staff regarding the signs of abuse
- To ensure staff are aware of their own responsibilities regarding child protection procedures
- To ensure staff are aware of the role of the DSL
- To recognise the dilemmas of confidentiality
- To provide support for both staff who have experienced disclosure and for pupils who have disclosed
- To provide further training for staff and include discussion of child protection issues in the programme of induction for new staff

Walney School will provide a curriculum that will help to equip children with the skills they need, including materials and learning experiences that will encourage them to develop essential life skills and protective behaviours. It will ensure the content of the curriculum includes social and emotional aspects of learning and that child protection is included to help children stay safe, recognize when they don't feel safe and identify who they might/can talk to.

It will ensure that the Personal Development curriculum will include elements of how children can recognise different risks in different situations and how to behave in response. It will equip them with the skills needed to keep themselves safe and empower them to feel safe.

The school recognises the importance of creating and promoting a positive, supportive, neutral and secure environment where children can develop a sense of being valued and heard in their own right and where they feel safe, secure and respected. It aims to provide suitable support and guidance so that children know the adults in school who can be approached if they are worried or in difficulty. It will also ensure that there a range of adults who can be approached.

The school is committed to establishing a safe physical environment in which children can learn and develop both personally and academically to achieve success in the following as stated in the Children Act 2004:

- Be healthy (physically, mentally and emotionally)
- Stay safe (protection from harm and neglect)
- Enjoy and achieve (via education, training and recreation)
- Make a positive contribution to the school community and general society
- Achieve social and economic well-being

Every effort will be made to work in partnership with other agencies to seek to establish effective working relationships with parents, carers and other colleagues. This will ensure that the governing body shall fulfil their duties as shown in Section 175 of the Education Act 2002 and the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012):

“The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting welfare of children who are pupils at the school.”

#### 4. Policy Aims

There are three main aims to this Child Protection Policy:

<b>Prevention</b>	by creating a positive school atmosphere and providing high quality teaching and pastoral support to students
<b>Protection</b>	by following agreed procedures and ensuring staff are properly recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns
<b>Support</b>	by providing support for students and school staff and for children who may have been or are being abused

The school will do these things by:

- Ensuring safe recruitment is practiced in checking the suitability of adults who have unsupervised contact with children and appropriately supervising others who are temporarily in school but not undertaking ‘regulated activity’
- Promoting good health and preventing the spread of infection
- Managing behaviour and adopting safe and acceptable physical intervention techniques (refer to Whole School Behaviour Policy for details)
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe and empowering them to feel safe

- Being alert to any issues of concern in children's lives at home or elsewhere, sometimes known as contextual safeguarding
- Ensuring all staff are able to recognize the signs and symptoms of abuse and are aware of the school's procedures and lines of communication for reporting concerns suspected or actual cases of abuse
- Ensuring extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for vulnerable groups, such as children with communication difficulties or who use alternative/augmented communication systems
- Monitoring and supporting children and young people who have been identified as having welfare or protection concerns in accordance with their agreed Child Protection Plan
- Keeping confidential records which are stored securely and shared appropriately with other professionals
- Ensuring all steps are taken to maintain site security and student's physical safety by establishing a safe environment in which children can learn and develop
- Ensuring staffing arrangements meet the needs of all children and ensure their safety. We will ensure that children are adequately supervised and decide how to deploy staff to ensure that children's needs are met
- Maintaining records, policies and procedures

## **5. Entitlement**

Each child in school, regardless of their background or home circumstances could be the victim, of child abuse, whether it is by a parent, other adult known to them or a complete stranger. They are therefore all entitled to the same degree of protection and support. Each child in school will also develop the skills appropriate to their age and understanding which could enable prevention of abuse by learning about keeping safe and who to ask for help if their safety is threatened.

The school has and implements an Equalities Policy with objectives to promote equality of opportunity for children in our care, including support for children with special educational needs or disabilities. The Equalities Policy includes the whole school community but is specifically for children. It includes information on how the individual needs of all children will be met (including how those children who are disabled or have special educational needs will be included, valued and supported, and how reasonable adjustments will be made for them); the name of the Special Educational Needs Coordinator; arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others.

## **6. Implementation**

This policy applies to all who come into contact with children in Walney School including teachers, supply teachers, learning support staff, teaching assistants, mid-day supervisors, admin staff, meal supervisors, site managers, visiting students, parents, helpers, volunteers, governors and visitors (including contractors).

This policy should be read in conjunction with other related school policies including:

- Health & Safety policy
- E-Safety Policy
- Whole School Behaviour Policy
- Sex Education Policy
- Self-Harm Policy

- School Single Central Record
- Equalities Policy
- Guidance on the Use of Photographic Images
- School Drug Policy
- Managing Medicines Procedures
- Intimate Care Procedures
- Educational Visits Procedures (including procedures for assessing risks)
- First Aid and Accident Procedures
- Attendance Procedures
- Data Protection Policy
- Special Education Needs Policy
- Risk Assessments (Incl. Fire Safety)
- Accessibility Plan
- Lettings Arrangements
- Premises Management including Security Measures (Formal Inspections and Buildings Register)

And also in conjunction with The Department for Education (DfE), Ofsted, and Local Safeguarding Children's Board (LSCB) guidance including:

- DfE guidance Keeping Children Safe in Education 2018
- DfE Statutory Framework for Early Years Foundation Stage 2017
- Working Together to Safeguard Children 2018
- DfE Ensuring Good Behaviour in Schools 2012
- DfE Use of Reasonable Force 2013
- DfE Allegations of Abuse against Teachers and Non-Teaching Staff 2012
- DfE Searching, Scanning and Confiscation 2014
- DfE Behaviour and Discipline in Schools 2013
- Ofsted's Safeguarding Policy 2015
- LSCB Guidance for Dealing with Fabricated and Induced Illness
- LSCB Guidance on the Abuse of Children with a Disability or Complex Health Needs
- LSCB Procedures for Managing Allegations Against Staff
- LSCB Guidance for Safer Working Practices for Adults who Work with Children and Young People Code of Conduct for Staff (on the LSCB home page click on 'Safe Recruitment' and the link found under section 5).

## **7. The Children Act 1989**

The Children Act 1989 introduced two key elements to Child Protection:

### **7.1 Child Support**

Section 17 of the Children Act 1989 aims to identify those children and families in need of support where the child is not at risk of significant harm, but it is believed that the family would benefit from receiving services from Children's Social Care. Under safeguarding procedures staff can make a referral to the Children's Services Directorate for child and family support, this must be done with the consent of the parent/carer.

### **7.2 Child Safety**

Section 47 of the Children Act 1989 place duty on Children's Social Care to assess those children who are deemed to be wither at risk of suffering significant harm or likely to suffer significant harm.

Parents/carers permission must be sought before discussing a referral about them with other agencies, unless permission-seeking may itself jeopardise the investigation or place a child at risk of harm. If you suspect that a child is being abused but there is nothing directly stated, seek an explanation for your concerns as appropriate, usually from parents/carers and/or the child without raising the question of abuse.

## **8. Dealing with Disclosures from Children**

The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward, if there are subsequent proceedings. It is important that staff do not jump to conclusions, ask leading questions or put words in a child's mouth. If a child makes a disclosure to a member of staff or other adult working in the school, he/she should write a record of the conversation as soon as possible, stating exactly, in the child's words, what has been said, noting any action taken in cases of possible abuse. This must be signed and include the date, time and place of the disclosure. All records must be locked in the Child Protection filing cabinet which is located in the Pupil Support Office. Staff must inform the DSL who will evaluate the member of staff's assessment.

The DSL can:

- Make a telephone referral to Children's Services Safeguarding Hub and confirm in writing via the LSCB referral form.

Initial contact will be made with Children's Services Safeguarding Hub (Tel: 0333 240 1727, Email: [safeguarding@cumbria.gov.uk](mailto:safeguarding@cumbria.gov.uk)). The service enables callers to outline their concerns and the County Triage Service will give advice and, if necessary, undertake assessments of need. The initial referral may be made by telephone but must be followed up in writing within 48 hours. The County Council has issued a triage process guidance document setting out the process involved. This service is available any time day or night.

***All adults in school have a shared responsibility to safeguard and promote the welfare of all children.***

Staff must be aware that:

- It is not the responsibility of teachers or other staff or volunteers in schools to investigate suspected cases of abuse
- They should not take any action beyond that agreed in the procedures established by the Cumbria Local Safeguarding Children's Board (LSCB)
- They cannot promise a child complete confidentiality, they must explain that they may need to pass information to other professionals to help keep the child, or other children safe.

### **8.1 Listening to Children**

Experience and consultation with children, shows that children will talk about their concerns and problems to people they feel they can trust and that they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers in a school or establishment know how to respond sensitively to a child's concerns, who to approach about advice and the importance of not guaranteeing complete confidence.

Children also want to know that they will be listened to and that their concerns will be taken seriously. We will seek to demonstrate to children that this school provides them with a safe environment where it is okay to talk.

Any member of staff or a volunteer who is approached by a child wanting to talk will listen positively and reassure the child. They will record the discussion with the child as soon as is possible and take action in accordance with these child protection procedures.

If a child chooses to disclose, the member of staff or other adult in school **WILL**:

- Be accessible and receptive
- Listen carefully and uncritically at the child's pace
- Take what is said seriously
- Reassure the child that they are right to tell
- Tell the child that this information must be passed on
- Make a careful record of what is said

Staff will **NEVER**:

- Take photographs or examine an injury
- Investigate or probe, aiming to prove or disprove possible abuse
- Ask leading questions
- Make promises about confidentiality or keeping 'secrets'
- Assume that someone else will take the necessary action
- Jump to conclusions or react with shock, anger or horror
- Speculate or accuse anybody
- Confront another person (adult or child) allegedly involved
- Offer opinions about what is being said about the persons allegedly involved
- Forget to record what has been said
- Fail to pass the information on to the correct person
- Ask a child to sign a written copy of the disclosure

### **Vulnerable Groups**

For children with communication difficulties or who use alternative/augmented communication systems, staff or volunteers may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly. Any concerns should be reported in exactly the same way as for other children.

## **9. Roles and Responsibilities**

All governors, staff and volunteers have a shared responsibility to safeguard children. However, there are certain designated people in school with more specific roles and responsibilities:

### **9.1 The Role of the Designated Safeguarding Lead (DSL) for Child Protection**

The DSL (and Deputy) will have knowledge and skills for recognising and acting upon child protection concerns having received appropriate training.

### **Liaison and Referrals**

**The DSL will:**

- Liaise with local statutory children's services agencies and the Cumbria LSCB
- Refer cases of suspected abuse or allegations to Children's Services Safeguarding Hub
- Act as a source of support, advice and expertise within school when deciding to make a referral. The Children's Services Single Referral form can be found on the Cumbria LSCB website

- Inform LADO of any allegations of serious harm or abuse by any person working with a child (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

## **Training**

### **The DSL will:**

- Have a working knowledge of how the Cumbria LSCB operate, Cumbria child protection procedures, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the Safeguarding and Child Protection Policy of the school
- Ensure each member of staff responds appropriately to signs of abuse and neglect and when it is appropriate to make a referral
- Ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately when they arise
- Be able to keep detailed accurate secure written records of referrals/concerns
- Obtain access to resources and attend any relevant or refresher training course at required frequencies
- Secure opportunities for continued professional development for staff, supporting staff to improve their qualification levels wherever possible
- Receive Level 3 training every two years
- Will have updating training annually
- Will ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (2018)

## **Support and Awareness Raising**

### **The DSL will:**

- Provide support, advice and guidance to any other staff member on an ongoing basis and on any specific safeguarding issues as required
- Ensure the Safeguarding and Child Protection Policy is updated and reviewed annually and work with the Governing Body on this

## **Supporting Pupils at Risk**

Walney School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. It recognises that school may be the only stable, secure and predictable element in the lives of children at risk. The school also recognises that students with Special Educational Needs or Disability (SEND) are more vulnerable to abuse and this is disseminated in annual training.

Walney School will endeavour to support pupils through:

- A curriculum which encourages self-esteem and self-motivation
- The school ethos, which promotes a positive, supportive and secure environment where everyone is valued
- The implementation of a shared behaviour policy
- A consistent approach which supports all children
- Regular liaison with other professionals and agencies who support pupils and their families
- The support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations

## **9.2 The Role of the Head Teacher**

It is the responsibility of the Head Teacher to:

- Ensure that the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff
- Ensure sufficient resources and time is allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings contributing to the assessment of children
- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner, supported by the Whistle Blowing Policy

## **9.3 The Role of the Governing Body**

The Governing Body is accountable for ensuring their establishment:

- Has effective policies and procedures in place in accordance with Chapter 2, paragraph 54 of the DfE statutory guidance “Keeping Children Safe in Education (2018)” and that these are monitored for compliance
- Has a child protection policy and procedures in place that are in accordance with LSCB and locally agreed inter-agency procedures and the policy is made available to parents on request
- Has a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services
- Has safe recruitment practices for individuals whom the school recruit to work regularly with children, including policies on when to obtain a criminal record check (see Single Central Record)
- Has procedures for dealing with allegations against members of staff and volunteers that comply with guidance from the DfE, Local Authority and locally agreed inter-agency procedures (Dealing with Allegations of Abuse against Teachers and Other Staff)
- Has a senior member of staff who is designated to take the lead responsibility for dealing with child protection issues providing advice and support to other staff, liaising with the Local Authority and working with other agencies
- Operates a whistle blowing procedure and will remedy any deficiencies or weaknesses in regard to child protection arrangements that is brought to its attention without delay
- Has an annual child protection item on the governing body agenda

## **10 Attendances at Child Protection Conferences**

The DSL or their deputy will be expected to attend the initial Child Protection Conference and provide a written report.

If a child is made subject to a Child Protection Plan it may be more relevant for the key worker or head of year to attend the subsequent core group meetings and they will be given appropriate support by the DSL.

## **11 Recognising Abuse**

In the Children’s Act 1989 and 2004, a child is anyone who has not yet reached their 18<sup>th</sup> birthday.

Safeguarding and promoting the welfare of children is defined in ‘Keeping Children Safe in Education (2018)’ as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development

- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of the children. It gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

### **11.1 Physical Abuse**

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **11.2 Emotional Abuse**

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **11.3 Sexual Abuse**

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

### **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred.

The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate sexual behaviour can be inappropriate socially, inappropriate to development or both. In considering whether behaviour fits into this category it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking but still cause significant upset, confusion, worry, physical damage etc. It may also be that the behaviour is 'acting out', which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate there may still be a need for some form of behaviour management or intervention. For some children educative inputs may be enough to address the behaviour.

#### **11.4 Neglect**

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **11.5 Child Sexual Exploitation**

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults

- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol abuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault

### **11.6 Child Criminal Exploitation**

This is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

### **11.7 Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

### **11.8 Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators. For any reported incidents of FGM, the member of staff taking the initial disclosure must telephone the police after informing the DSL.

#### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. There are four types of procedure:

1. Clitoridectomy – partial or total removal of the clitoris
2. Excision – partial or total removal of the clitoris and labia minora
3. Infibulation entrance to the vagina is narrowed by repositioning the inner/outer labia
4. All other procedures that may include pricking, piercing, incising, cauterising and scraping the genital area

#### **Why is it carried out?**

It is carried out because of a belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- It preserves a girl's virginity

- It is part of being a woman – a rite of passage
- It upholds family honour
- It cleanses and purifies the girl
- It gives a sense of belonging to the community
- It fulfils a religious requirement
- It perpetrates a custom or tradition
- It helps girls to be clean/hygienic
- It is cosmetically desirable
- It is mistakenly believed to make childbirth easier

### **Is FGM Legal?**

FGM is internationally recognised as a violation of the human rights of girls and women. It is illegal in most countries, including the UK.

Circumstances and occurrences that may point to FGM happening:

- A child talks about getting ready for a special ceremony
- The family is taking a long trip abroad
- The child's family is from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea, Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- The knowledge that the child's sibling has undergone FGM
- The child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinary tract infection
- Disclosure

### **The 'One Chance' Rule**

As with FM there is the 'One Chance' rule. It is essential that schools, colleges, institutions take action without delay.

### **Reporting FGM**

It is a teacher's mandatory duty to report any instance of FGM to the police via 101.

### **11.9 Domestic Abuse**

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but it not limited to:

- Psychological
- Physical

- Sexual
- Financial
- Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

### **11.10 So-called ‘Honour-Based’ Violence**

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female gender mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

#### **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the DSL (or Deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care.

### **11.11 Special Circumstances**

The ‘Cumbria Thresholds for Referral Guidance’ issued in January 2013, outlines the response to special circumstances in child protection cases, including such issues as:

- Bullying
- Domestic violence
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Foreign exchange visits
- Gangs, serious youth violence and violent extremism
- Forced Marriage (FM)
- Peer to peer abuse and ‘honour’ based violence
- Information and communication technology (ICT) based forms of abuse
- Missing from care and home
- Not attending school
- Parental lack of control
- Parental mental illness
- Parents with learning disabilities
- Parents who misuse substances
- Pregnancy
- Private fostering
- Self-harming and suicidal behaviour
- Sexually active children

- Spirit possession or witchcraft
- Trafficked and exploited children
- Young carers

### **11.12 Preventing Radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be part of a school's safeguarding approach.

#### **Extremism**

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

#### **Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or Deputy) making a referral to the channel programme.

#### **The Prevent Duty**

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

#### **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel Guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. The school's DSL (or Deputy) should be aware of local procedures for making a Channel referral. As a Channel partner, the school may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

### **11.13 Peer on Peer Abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

#### **Sexual Violence and Sexual Harassment between children in Schools**

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

## **Sexual Violence**

It is important that staff are aware of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, eg to vaginal but not to anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

## **Sexual Harassment**

Sexual harassment means ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual “jokes” or taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- Non-consensual sharing of sexual images and videos

- Sexualised online bullying
- Unwanted sexual comments and messages, including, on social media
- Sexual exploitation, coercion and threats

### **The Response to a Report of Sexual Violence or Sexual Harassment**

The initial response to a report from a child is important. It is essential that victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the normal referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the DSL (or Deputy).

### **11.14 Sexting in “Youth Produced Sexual Imagery”**

All incidents involving youth produced sexual imagery (sexting) will be responded to in line with this Policy and procedures. When considering appropriate action regarding sexting, the DSL will take the age of the child involved and the context into account. Children under 13 are given extra protection from sexual abuse. The law makes it clear that sexual activity with a child under 13 is never acceptable and that children of this age can never legally give consent to engage in sexual activity. Any situations involving pupils in this school and sexting will be taken seriously as potentially being indicative of a wider child protection concern or as being problematic sexual behaviour.

Any direct disclosure by a pupil (male or female) will be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves

#### **STEP 1: Disclosure by a child**

Sexting disclosures will follow our normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need support during the disclosure and after the event. They may even need immediate protection or a referral to the Safeguarding Hub. In all cases, the DSL will be informed as soon as possible.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the child need immediate support and/or protection?
- Are there other children and/or young people involved?
- Does the child know where the image has ended up?

#### **STEP 2: Searching a device –**

What are the rules?

A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. The device will not be searched if this will cause additional stress to the child whose image has been distributed. Where a decision is taken to search the device, the following conditions will apply:

- The search will be conducted by the Head teacher or a person authorised by them. No other member of staff will search a device

- The DSL or a deputy will be present
- The search will be conducted by a member of the same sex
- A record will be kept of the incident

We will never:

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the young person UNLESS there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another If there is an indecent image of a child on a website or social networking site, the image will be reported to the site hosting it. In this event, we will follow the reporting procedures on the respective website. However, in the case of a sexting incident involving a young person where it is felt that they may be at risk of abuse, we will report the incident directly to CEOP ([www.ceop.police.uk/ceop/report](http://www.ceop.police.uk/ceop/report)). This organisation can then expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

### **STEP 3 What we will or will not do with the image.**

If the image has been shared across a personal mobile device, we will confiscate and secure the device(s).

We will never:

- View the image unless there is a clear reason to do so (see above)
- Send, share, copy or save the image anywhere
- Allow children to do any of the above

If the image has been shared across a school network, a website or a social network we will block the network to all users and isolate the image.

### **STEP 4 Who will deal with the incident?**

Whoever the initial disclosure is made to will inform the DSL or deputy DSL as soon as possible. The DSL will record the incident using the school's Concern Record Form. There may be instances where the image needs to be viewed and this will be done in accordance with the information outlined above. Acting in the best interests of the child will always come first.

### **STEP 5 Deciding on a response**

There may be a multitude of reasons why a child has engaged in sexting it may be a romantic/sexual exploration scenario or it may be due to coercion. It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident. However, as a school, we will ensure that incidents are consistently recorded. It may also be necessary to assist the child in removing the image from a website or elsewhere.

We will always:

- Store the device securely;
- Carry out a risk assessment in relation to the child;
- Inform the parents about the incident and how it is being managed unless there is good reason to believe that involving parents would put the child at risk of harm;
- Contact the police (if appropriate);
- Put the necessary safeguards in place for the child, e.g. they may need counselling support or immediate protection.

## **STEP 6 Contacting other agencies (making a referral)**

If the nature of the incident is high risk, consideration will be given to contacting and/or making a referral to the Cumbria Safeguarding Hub. Depending on the nature of the incident and the response, we may also consider contacting the Police or referring the incident to CEOP.

[www.ceop.police.uk](http://www.ceop.police.uk)

## **12 Induction and Training**

All school based staff will be required to undertake an appropriate level of training, including safeguarding training. Walney School will train all staff to understand this Safeguarding and Child Protection Policy. It will ensure that all staff have up to date knowledge of safeguarding issues.

Training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate manner including:

- Significant changes in children's behaviour
- Deterioration in children's well-being
- Unexplained bruising, marks or signs of possible abuse or neglect
- Children's comments which give cause for concern
- Any reasons to suspect neglect or abuse outside the school, for example in the home
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments, excessive one to one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images
- Internal school procedures, role and responsibilities
- Dealing with disclosures from children
- Whistle blowing procedures as they refer specifically to child protection
- Emergency evacuation procedures
- The school Single Equity Scheme
- General health and safety issues

Training is organised by the DSL in line with Cumbria LSCB guidance. The school will ensure that all staff undertakes whole school, Level One, Safeguarding Training, which will be refreshed every three years. It will ensure that staff appraisals are carried out to identify any training needs and secure opportunities for continued professional development for staff and will support its staff to improve their qualification levels wherever possible.

The nominated governor will receive safeguarding training from a strategic perspective on a three year basis, to be disseminated to the rest of the Governing Body.

The school leadership team will ensure that the DSL attends the required safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every two years as required by guidance. The DSL for this school has undertaken both Level 2 and Level 3 (Multi-Agency) Safeguarding Training. The Deputy DSL has also undertaken Level 2 and Level 3 Safeguarding Training.

The DSL will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures, including those for child protection and communication lines. This will also be a regular agenda item at staff and departmental meetings.

The Governing Body will ensure that at least two appropriate members of the school team complete accredited Safer Recruitment Training in line with NSCL/CWDC requirements which will be refreshed at least every five years.

The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained. This, along with induction and other safeguarding training (including health and safety related training), will be included in the school staff training plan.

### **13 Record Keeping**

Staff will record any welfare concern that they have about a child on a Child Disclosure Concern Record (Appendix A), with a Body Map (Appendix B) where injuries have been observed to be passed to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated. See Section 8. Blank Child Disclosure Concern Records are kept in the staff room.

Child protection records are kept centrally and securely by the Designated Safeguarding Lead (DSL) and are shared on a 'need to know' basis only. They are held separate from the child's curriculum file.

The Head Teacher will be kept informed of any significant issues by the DSL.

All child protection records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Head Teacher.

### **14 Allegations against Members of Staff and Volunteers**

Sometimes allegations of inappropriate treatment of children are made against members of staff employed by the school including volunteers rather than members of the child's family. Such allegations are dealt with according to specific procedures published on the Cumbria LSCB website ([www.cumbrialscb.com](http://www.cumbrialscb.com), Chapter 7) and the DfE Allegations of Abuse against Teachers and Non-Teaching Staff 2012. The member of staff to whom the allegation is reported will:

- Treat the matter seriously
- Ensure that, where necessary, the child/young person receives appropriate medical attention
- Make a written record of the information using the child's/parents own words, including when the alleged incident took place, who was present and what happened
- Sign and date the written record
- Report the matter immediately to the DSL/ Head Teacher or deputy in his/her absence. Confidentiality must be maintained at all times.

#### **14.1 Initial Action by the Head Teacher/Senior Manager**

The Head Teacher/Senior Manager will, wherever possible:

- Obtain written details of the allegation, signed and dated by the person receiving the allegation
- Countersign and date the written details
- Record any other information and names of any potential witnesses
- Establish a chronological list of significant events
- Consider any information already known about those involved
- Discreetly check any incident or log books
- On the basis of these factors make a professional judgment and record the reason for any subsequent action taken

If the allegation meets, or appears to meet any of the criteria below the Head Teacher/Senior Manager must consult the LADO (see Section 16) as soon as possible but certainly within one working day. LADO should be contacted if the member of staff has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child in a way that indicates he/she is unsuitable to work with children

The advice of the LADO can also be sought if there is uncertainty as to whether a referral should be made or, for example, there are concerns about the conduct of the staff member outside work which may raise concerns about their suitability to work with children.

Action will not normally be taken until this discussion takes place, unless emergency action is required to safeguard or protect the child concerned, in which case the usual child protection procedures will take precedence. In order not to compromise any possible criminal investigation the member of staff will not be advised that a serious allegation has been made against them, unless it is agreed as appropriate by the LADO or agreed at a strategy discussion. The child's parent will also be advised at the earliest opportunity that an allegation has been made but they will be advised not to discuss the allegation directly with the staff member concerned.

If an allegation requiring immediate attention is received outside of normal office hours, the Head Teacher/Senior Manager will consult immediately with the Children's Services Safeguarding Hub or local Police. They must ensure they inform the LADO the next working day.

#### **14.2 Initial Consideration by the Head Teacher/Senior Manager and LADO**

The LADO will establish, in discussion with the Head Teacher/Senior Manager that the allegation is within the scope of the LSCB procedures and may require further investigation. There may be up to three strands considered as part of this consideration and the discussion will centre upon whether there is a need for:

- A Police investigation because a crime has or may well have been committed
- Enquiries and assessment by social care to determine if services or emergency action are required
- Consideration by the employer of disciplinary action in respect of the individual

If agreement is reached that the criteria for action by the Police or Children's Services has been established, the LADO will contact Children's Social Care to ensure a formal 'strategy meeting' is set up involving Children's Services Social Care and the Police. If only the last criterion is met the LADO will provide advice to the Head Teacher/Senior Manager on the subsequent management of the case to a satisfactory conclusion within the framework of the schools procedures for discipline and conduct.

#### **14.3 Suspension**

The decision on suspension/transfer to alternative duties of the staff member subject to the allegation is the responsibility of the Head Teacher/Senior Manager having consulted with their HR adviser and the LADO. Suspension will never be an automatic step for staff subject to allegations. Each case will be dealt with on its merits, taking into consideration factors such as the seriousness of the allegation, the potential risks to children and whether it is possible to investigate with allegation whilst the person is still at work. The strategy meeting will make a recommendation to the school if one is required but the ultimate decision rests with the Head Teacher.

#### **14.4 Subsequent Actions**

The detailed procedures that need to be followed after this initial consideration are available on the LSCB website. Advice and guidance is available through the LADO who has a responsibility to provide advice and monitor the case to a conclusion. The Head Teacher/Senior Manager is expected to keep the LADO advised of progress, especially where it has been agreed that the matter should be dealt with within the framework of the schools disciplinary process (see above). If the staff member is suspended and/or subject to disciplinary process the Head Teacher/Senior Manager must seek and follow HR advice and guidance to ensure that the disciplinary process is correctly applied.

Referrals must also be made to the Disclosure and Barring Service (DBS) when we have concerns that a person has caused harm or poses a future risk of harm to children or vulnerable adults. In these circumstances we must make a referral to the DBC. If we dismiss or remove a member of staff or a volunteer because they have harmed a child or vulnerable adult, or would have done so if they had not left, we must tell the DBS.

**All staff will be made aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.**

For more detailed guidance on how to respond to allegations against staff, please refer to the Cumbria LSCB guidelines, section 16, on whistleblowing.

When an allegation has been made against a member of staff which following investigation is found to be false the Head Teacher/Senior Manager will consult with LADO in order to safeguard members of staff. Where one individual child is making false allegations against several members of staff, parents will be informed. This will establish patterns which will be acted upon by the school through multi-agency meetings and the child's place in Walney School will be decided.

#### **15 Cumbria Local Safeguarding Board (LSCB)**

The Local Authority Designated Officer's (LADO's) in Cumbria are part of the Safeguarding Triage Hub and can be contacted on 03332 401727.

#### **16 Whistleblowing**

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Also this can be difficult this is particularly important where the welfare of children may be at risk.

Adults working in school may be the first to recognise that something is wrong but may not feel able to express their concerns out of a feeling that this would be disloyal to colleagues or for fear of harassment or victimisation. These feelings, however natural, must never result in a child continuing to be unnecessarily at risk. Staff must remember that it is often the most vulnerable children that are targeted. These children need adults they can trust to safeguard their welfare.

***DON'T THINK, WHAT IF I'M WRONG – THINK, WHAT IF I'M RIGHT!***

##### **16.1 Reasons for whistleblowing**

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour in order:

- To prevent the problem worsening or widening

- To protect or reduce risks to others
- To prevent becoming implicated yourself

### **16.2 What stops people from whistleblowing?**

- Fear of starting a chain of events which spirals out of control
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

### **16.3 How to raise a concern**

Concerns, suspicions or uneasiness should be voiced as soon as possible. The earlier a concern is expressed the easier and sooner action can be taken. (NSPCC whistleblowing helpline 0800 280285):

- Try to pinpoint exactly what practise is causing concern and why
- Approach the immediate manager, DSL or the Head Teacher
- If the concern to an immediate manager or the Head Teacher, the Chair of Governors should be contacted. If it is felt that the issue needs to be reported to someone outside the school, contact the LSCB
- Staff should ensure they get a satisfactory response – don't let matters rest
- Concerns should be put in writing outlining the background and history, giving names, dates and places, wherever possible
- A member of staff is not expected to prove the truth of an allegation but will need to demonstrate grounds for the concern

### **16.4 What happens next?**

The individual reporting the concerns will be given information on the nature and progress of any enquiries. No action will be taken against an individual if the concern proves to be unfounded and was raised in good faith. Malicious allegations may be considered as a disciplinary offence. The employer has a responsibility to protect individual members of staff from harassment or victimisation.

### **16.5 Self-Reporting**

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their immediate manager, so professional and personal support can be offered. Whilst such reporting remains confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

### **16.6 Further advice and support**

It is recognised that whistleblowing can be difficult and stressful. Advice and support is available from senior managers, HR provider and/or your professional or trade union.

*“Absolutely without fail – challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong”.*  
(reproduced with acknowledgement to ‘Sounding the Alarm’ – Barnados)

## **17 Medication**

### **17.1 Staff taking Medication/Other Substances**

Persons working with children must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff or volunteers who work with children are taking medication which may affect their ability to care for children, they should seek medical advice. The school must ensure, in this case, that the person will only work directly with children if medical advice confirms that the medication is unlikely to impair that person's ability to look after children properly. Medication for staff or volunteers in school must be securely stored and out of reach of children at all times.

### **17.2 Managing Medicines**

The school has, and implements procedures, for administering medicines to children. This includes systems for obtaining information about a child's need for medicines and for keeping this information up-to-date. Training is provided for staff where the administration of medicines requires medical or technical knowledge. Medicines will not usually be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin or ibuprofen will only be given if prescribed by a doctor).

Medicine (both prescription and non-prescription) will only be administered to a child where written permission has been obtained from the child's parent and/or carer. A written record is kept each time a medicine is administered to a child.

## **18 Working with Other Agencies**

Walney School recognises and is committed to its responsibility to work with other professionals and agencies, both to ensure that children's needs are met and to protect them from harm. The school will endeavour to identify those children and families who may benefit from any intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.

Schools are not the investigating agency when there are child protection concerns, therefore the school will pass on all relevant cases to the statutory agencies and fully support them in their role. Staff should understand that alongside this the school may have a crucial role in supporting the child whilst investigations and assessments take place.

Walney School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need Meetings and CAF Teams.

The school leadership team and the DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## **19 Partnerships with Parents**

Walney School shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. It is committed to working with parents positively, openly and honestly.

The school will ensure that all parents are treated with respect, dignity and courtesy. It will respect parent's right to privacy and confidentiality and will not share sensitive information unless permission has been given or it is necessary to do so in order to protect a child.

The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Children's Services and/or the Police without parental knowledge. The school will, of course, always aim to maintain a positive relationship with all parents. This Safeguarding and Child Protection Policy is available on the school website.

## **20 Professional Confidentiality and Information Sharing**

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSL to decide what information needs to be shared, with whom, how and when and whether consent should be gained for this process. If in any doubt, the DSL can seek advice from the Children's Services County Triage Service on 0333 240 1727.

If a member of staff needs to seek advice about a safeguarding situation for a child independently, for the purposes of keep a child safe (specifically with the Children's Services Safeguarding Team or Children's Social Care), it is appropriate for the detail to be discussed. The staff member may choose to maintain the anonymity of the child whilst initial consultation takes place.

All staff are made aware that they cannot keep secrets and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this **must** be passed on to the DSL as soon as possible. The child should be told who their disclosure will be shared with and what will happen next.

## **21 Curriculum and Staying Safe**

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is safe, to recognise when they and others close to them are not safe and how to seek advice and support when they are concerned.

Walney School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making in order that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Walney School will use the curriculum to increase student understanding of 'honour' based violence and peer to peer abuse.

Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children at Walney School will be listened to and heard, their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

## **22 Supervision and Support**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All newly qualified teachers and classroom assistants have a co-ordinator with whom they can discuss concerns, including the area of child protection; however, all concerns **MUST** be reported to the DSL without delay.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish.

Walney School will put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

Supervision should provide opportunities for staff to:

- Discuss any issues, particularly concerning children's development or well-being
- Identify solutions to address issues as they arise
- Receive coaching to improve personal effectiveness

### **23 Safe Working Practice**

Staff are required to work within clear guidelines on Safe Working Practice / Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with children or parents to be conducted in view of other adults.

Physical intervention will only be used when the child is endangering him/herself or others and such events will be recorded and signed by witnesses. Staff and other adults in the school are aware of the whole school Behaviour Policy, and any physical interventions must be in line with agreed policy and procedure, in which appropriate training should be provided.

### **24 E-Safety, Use of Mobile Phones and Cameras**

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside school. Walney School will ensure a comprehensive curriculum response to enable all pupils to learn about and manage the associated risks effectively. We will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online.

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people we will ensure that we have in place appropriate measures such as security filtering and an acceptable use policy incorporated into our E-Safety Policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of school and are aware of the dangers associated with social networking sites.

Our E-Safety Policy will clearly state that mobile phone or electronic communications with a pupil in our school is not acceptable, other than for school approved business eg coursework mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (email, mobile phones, texting, social networking sites) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People, the school's E-Safety/Acceptable Internet Use Policy, the Cumbria LSCB document Online Communication Code of Conduct for Staff Working with Children and the LSCB guidance on texting.

When taking digital images, staff will inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular pupils should recognise the risks attached to publishing their own images on the internet (social networking sites). Staff are allowed to take digital/video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images. Images should normally only be taken on school equipment. If personal equipment is used the individual should inform another member of staff, show them the images and ensure that the download and subsequent deletion of the images is witnessed (if possible by the same person who saw the original image being taken). Care should be taken when taking digital/video images that pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.

Pupils must not take, use, share, publish or distribute images of others without their permission.

Photographs published on the school website, or elsewhere, that include pupils will be selected carefully and will comply with good practice guidance on the use of such images. The full names of pupils will not be used anywhere on a website or blog, particularly in association with photographs. Written permission from parents or carers will be obtained before photographs of pupils are published on the school website or in the media.

We discourage and advise all parents/carers to discourage pupils from bringing mobile phones to school, on the grounds that they are valuable and may be lost or stolen. Where a pupil does bring a mobile phone to school, the phone must remain switched off during the school day and may not be used for any purposes on school premises, grounds or during off-site activities. The only exception to this would be in an emergency or with the express approval of a member of school staff. The Headteacher may, at their discretion, allow any member of staff to approve such requests or may nominate a specific person to consider such requests. Where a pupil is found by a member of staff to be using a mobile phone, as above, for any purpose, the phone can be confiscated from the pupil in line with the Whole School Behaviour Policy.

## **25 Complaints**

The school has a Complaints Procedure available to parents, pupils and staff who wish to report concerns. This can be found in the school reception.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff, see section 15.

## **26 Safer Recruitment**

Walney School is committed to ensuring that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and have their welfare and protection as the highest priority.

The Governing Body and School Leadership Team are responsible for ensuring that the school follows the safer recruitment processes outlined within the guidance, including accurate maintenance of the Single Central Record and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role in line with the DfE document Keeping Children Safe in Education 2014.

We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes governors, volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

In line with statutory changes, underpinned by regulations, the following will apply:

- A DBS Enhanced Disclosure, with a children's barred list, is obtained for all new appointments to our school
- A DBS Enhanced Disclosure with a Children's Barred List check will be obtained for volunteers when the volunteering involves unsupervised access to children
- Governors who have unsupervised access to children on a regular or frequent basis will be subject to an Enhanced DSB Disclosure and be checked against the Children's Barred List (NB: schools are not legally entitled to request a check against the Children's Barred List for Volunteers including governors, when they do not have unsupervised access to children)
- Existing volunteers and parents who only accompany staff and children on one off outings or trips that do not include an overnight stay, or who help at specific one off events, such as sports day, do not require a DBS check and will always have reasonable supervision
- We will keep an up to date Single Central Record detailing a range of checks carried out on staff
- All new appointments to our school employment who have lived outside the UK will be subject to additional checks as appropriate
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy. We will receive written confirmation from the agency.
- Identity checks will be carried out on all appointments to our school employment before the appointment is confirmed

We will inform all staff, including volunteers that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment). We will not allow individuals whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.

The governing body will ensure that at least two appropriate members of the school team complete accredited Safer Recruitment Training in line with NSCL/CWDC requirements. There will always be at least one member of every interviewing panel who has completed Safer Recruitment training which must be refreshed at least every five years.

## **27 Referral to the DBS**

The Disclosure and Barring Service's (DBS) role is to help prevent unsuitable people from working with children and vulnerable adults.

Referrals are made to the DBS when an employer or an organisation has concerns that a person has caused harm or poses a future risk of harm to children or vulnerable adults. DBS referral guidance is available to help the school understand the referral process. In these circumstances the employer or regulatory body must make a referral to the DBS. If the school dismisses or removes a member of staff or volunteer from working with children and/or vulnerable adults in a regulated activity because they have harmed a child or vulnerable adult we have a legal duty to inform the DBS. If the school knowingly employs someone who is barred they are breaking the law. Similarly a person who is barred from working with children or vulnerable adults is breaking the law if they work/volunteer or seek to work/volunteer with these groups.

The advice of LADO can also be sought if there is uncertainty whether a referral should be made or for example there are concerns about the staff members conduct outside work which may raise concerns about their suitability to work with children. Further guidance can be found on the Cumbria LSCB website.

## **28 The Use of School Premises by Other Organisations**

Where services or activities are provided separately by another body using the school premises, the Head Teacher and governing body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that organisations have ensured that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use the premises may be refused. See School Lettings Arrangements for further information.

## **29 Safety and Suitability of Premises, Environment and Equipment**

Spaces, furniture, equipment and toys must be safe for children to use and premises must be secure. We will ensure that our premises, including outdoor spaces, are fit for purpose. We will keep premises and equipment clean and be aware of, and comply with, requirements of Health & Safety legislation (including hygiene requirements). We have, and implement, a Health & Safety Policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

We will take reasonable steps to ensure the safety of children, staff and other adults on the premises in the case of a fire or any other emergency and have an evacuation procedure. We have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors and fire extinguishers) which are in working order. Fire exits are clearly identifiable and fire doors are kept free of obstruction and are easily opened from the inside.

We operate a strict no smoking policy, which prevents smoking in a room or outside play area when children are present or about to be present.

We will only release children into the care of individuals who have been notified to us by the parent and will ensure that children do not leave the premises unsupervised.

We have a clear and well understood policy and procedures for assessing any risk to children's safety and review risk assessments regularly. Risk assessments inform staff practice and demonstrate how we are managing risks. Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked and how the risk will be removed or minimised.

Children must be kept safe while on outings and we obtain written parental permission for children to take part in outings. We assess the risks or hazards which may arise for the children and identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment includes consideration of adult to child ratios and what additional measures are necessary when children stay overnight. Please refer to the school Educational Visits Procedures for further details.

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole school community ethos and welcome comments from pupils, parents and others about areas that may need improvement as well as what we are doing well.

We will take all reasonable steps to prevent unauthorised persons entering the premises. Appropriate checks will be undertaken in respect of visitors and volunteers coming into the school, as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge for the duration of their time on site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for the individual to the school site. Please refer to the DfE document A Legal Toolkit for Schools.

### **30 Summary**

All staff will follow the procedures set out by the LSCB, Cumbria's Multi-Agency Thresholds Guidance, and take account of guidance issued by the DfE to promote the well-being and safeguarding of our pupils. These procedures and guidance have been revised to take account of the publication Working Together to Safeguard Children 2018.

### **31 Monitoring and Review**

Safeguarding, including child protection, is to be a regular agenda item at full governor's meetings; sub-committee meetings and staff meetings, giving the DSL and designated governor the opportunity to update staff/governors on any training, issues or changes that have happened.

This Safeguarding and Child Protection Policy is reviewed annually by the governing body to reflect current best practice and any new guidelines issued by Government or relevant agencies.